College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2016

EDSE 518 6V1: Curriculum and Assessment of Students with Visual Impairments

CRN: 22251, 3 - Credits

JMU – EXED 534 Curriculum & Assessment for Students w/ Visual Impairments

NSU – SPE 532V Curriculum & Assessment for Students w/ Visual Impairments

ODU – SPED 536 Curriculum & Assessment for Students w/ Visual Impairments

RU – EDSP 657 Curriculum & Assessment for Students w/ Visual Impairments

Instructor: Dr. Kimberly Avila, PhD, COMS	**Meeting Dates:** 01/19/16 - 05/02/16
Phone: 703.993.5625	**Meeting Day(s):** Wednesday
E-Mail: kavila@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: Monday and Wednesday 3-4:30 (virtual) and by appointment.	**Meeting Location:** NET

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

Notes: Delivered online.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 511 (may be taken concurrently)

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
This course is delivered online via synchronous sessions through Blackboard Collaborate. Candidates must login at the required time and participate for the duration of the course. Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

DELIVERY METHOD:
This course will be delivered online using a **synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on January 19, 2016.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:

- Reliable, high-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU/Consortium email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
  - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Students must actively check the course Blackboard site and their GMU/Consortium email for communications from the instructor, at a minimum this should be 2 times per week.
  - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU/Consortium email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

Upon completion of this course, students will be able to:

• Demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of students with visual impairments.

• Demonstrate an understanding of accommodations and modifications commonly used by students with visual impairment on standardized and non-standardized assessments.

• Recognize the similarities between regular education curricula and the curricular needs of students with visual impairments, including those with multiple disabilities.

• Gather background and family information relevant to the individual student's visual and educational needs.

• Complete assessments, including the learning media assessment (lma), specific to students with visual impairments, including those with multiple disabilities.

• Use assessment information to recommend literacy interventions for students with visual impairments.

• Use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.

• Identify assessment strategies and tools for assessing areas of the expanded core curriculum.

• Identify participation criteria for alternate and alternative assessment programs for students with visual impairments.

Required Textbooks

Goodman, S., & Wittenstein, S. (2003). *Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities*. New York, NY: AFB Press.
Order *Collaborative Assessment* online from AFB

Koenig, A., & Holbrook, C. (1995). *Learning media assessment of students with visual impairments: a resource guide for teachers* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.
Order *Learning Media Assessment* online from TSBVI

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the

GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Additional sources provided on Blackboard

Basic Reading Inventory Print w/CD-Rom: ISBN: 978-0-7575-9852-4 http://www.kendallhunt.com/bri/

Loftin, Marnee. (2005). Making *Evaluation Meaningful. Determining Additional Eligibilities and* Appropriate *Instructional Strategies for Blind and Visually Impaired Students.* Austin: Texas School for the Blind and Visually Impaired.

Mangold, S. (1982). *A Teachers' Guide to the Special Educational Needs of Blind and Visually Handicapped Children*. NY: AFB Press.

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press.

Sacks, S. Z. & Silberman, R. K. (1998). *Educating Students who have Visual Impairments with Other Disabilities*. Baltimore, MD: Paul H. Brookes, Baltimore.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). Teaching *social skills to students with visual impairments: From theory to practice).* New York: AFB Press.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

Willoughby, D. M. & Duffy, S. L. (1989). *Handbook for Itinerant and Resource Teachers of Blind and Visually Impaired Students*. Baltimore: National Federation of the Blind.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairment*. NY: AFB Press.

Required Resources

- Personal Computer
- A reliable internet connection
- A headset with microphone
- A webcam (optional)

Additional required sources posted on Blackboard.

Additional Readings

Additional *required* readings are posted on Blackboard.

Celeste, M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal of Visual Impairment & Blindness 100*, 75-90.
Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness, 100*, 523-532.
Holbrook, M. C., & Spungin, S. J. (2009). Supporting students' literacy through data-driven decision-making and ongoing assessment of aAchievement. *Journal of Visual Impairment & Blindness, 10*, 133-136.
Kamei-Hannan, C., Holbrook, M., & Ricci, L. A. (2012). Applying a Response-to-Intervention model to literacy instruction for students who are blind or have low vision. *Journal of Visual Impairment & Blindness, 106*, 69-80.
Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness, 102*(5), 261-271.
Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View, 35*, 7.
Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness, 103*(1), 44-47.
Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness, 100*(10), 606-619.
Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness, 100*(11), 653-665.
McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness, 101*(10), 587-600.
Smith, D. W., & Amato, S. (2012). Synthesis of available accommodations for students with visual impairments on standardized assessments. *Journal of Visual Impairment & Blindness, 106*, 299-304.
Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children, 75*(2), 233-52.
Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness, 100*(10), 598-601.
Zebehazy, K. T., Zigmond, N., & Zimmerman, G. J. (2012). Performance measurement and accommodation: Students with visual impairments on Pennsylvania's alternate assessment. *Journal of Visual Impairment & Blindness, 106*, 17-30.

Course Relationships to Program Goals and Professional Organizations

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 4:

Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

GMU Policies and Resources for Students:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University/Consortium email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. http://ods.gmu.edu/]. Candidates from Consortium universities must provide a letter of accommodation for their respective university disability offices to receive accommodations.

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations

Attendance.

This course is comprised of interactive discussion and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situation will an absence be excused. Candidates must inform the instructor in advance of an upcoming, unavoidable absence, or as soon as possible if there is an emergency situation. It is up to the discretion of the instructor to excuse the absence, which may or may not allow makeup for participation points.

Late Work.

All coursework must be submitted on time. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from his/her Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time extensions will not be granted retroactively and late work for any reason may be penalized points.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Learning Media and Informal Reading Assessments* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Percent	Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
70-79	C
<69	F

Course assignments and points

Assignment	Points	Due date
Participation 14x5	70	Weekly
Presentation: Assessment or curriculum for VI	50	Designated week
Assessment history report	30	March 16
Graduate project: select menu item	40	March 30
Complete learning media evaluation (field assignment and report)	100	April 13
Critical issue paper: Assessment for students with visual impairments	60	April 20
Total	350	

Assignments

Performance-based Assessment (TK20 submission required).

Learning Media and Informal Reading Assessments: All students will be required to complete an assessment of learning media on a student who is blind or visually impaired. You are to review the student's records, write an assessment history report, and conduct an appropriate assessment of learning media, which is to include an informal reading inventory (IRI). You will need to conduct observations of the student's use of sensory channels, integrate IRI and other data based assessment information, and interview relevant persons (student, teacher, and parent) about the child's literacy skills and needs. Based on the information you gather you will write the LMA report. Comprehensive directions and the rubric are available on Blackboard.

Performance-based Common Assignments (No TK20 submission required).

Assessment History Report: All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:

1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, in addition to information from the history document
4. Critical analysis of child's assessment history and write-up

Other Assignments.

Weekly Participation. Active participation in this course is required, as much of the content requires full engagement in discussions and activities. Each week, five participation points are available and may require submitting products, surveys, discussion board posts or other documentation. In certain weeks, candidates may not be required to submit an item. Participation points may be deducted for late arrival or early departure or all points may be withheld for an absence.

Presentation: Assessment or curriculum for students with blindness and visual impairment. Each candidate will select an assessment or a curriculum/program and prepare a presentation to share with the class on the procedures and relevancy for students with b/vi. Candidates may select an assessment or curriculum that is specifically designed for students who are b/vi, one that may be used and adapted to meet the needs of this population or that is available and often used in education, but may or may not be suitable for students who are b/vi. Examples of assessments are: *The Brigance, Early Learning Accomplishment Profile, The Oregon Project for Preschool Children who are Blind or Visually Impaired, The Woodcock Johnson, The Developmental Reading Assessment,* etc. (Please refer to Goodman and Wittenstein (2003) for more suggestions on specific VI and general assessments.) Candidates who choose to evaluate and present on curricula may select one specifically designed for students who are VI or for the general population that may or may not be adaptable. Suggestions include, assistive training programs, such as the *JAWS Training Bundle, I-Am-Able, Transition Tote System* from APH, *Reach for the Stars* from APH, social skills curricula, self-advocacy programs, and core academic curricula, such as *Touch-Math,* etc. Candidates may check out assessments and curricula from their respective university libraries or may use a tool from their school system or own personal collection.

Candidates must sign up for a presentation date and selected curriculum/assessment by the second week of this course. Presentations will coincide with the topic outlined on each week. For example, if you choose to present on an early childhood assessment, your presentation will be on the date in which the class addresses early childhood assessments.

Presentations must include a slideshow or handout with all of the content described below and should last between 15-25 minutes. Slideshows/handouts must be posted prior to your scheduled presentation to Blackboard on the designated discussion board for the entire class to access.

Criteria	**Assessment Presentation**	**Curriculum/program Presentation**
Title, APA citation, goals, target population	Clearly state the goals of the assessment, what it assesses, the population it is intended for and why it	Clearly state the goals of the curriculum and which population can benefit from working

	is conducted.	through this curriculum/program.
Procedures	Describe the assessment and scoring procedures.	Describe the procedures to work through this curriculum/program.
Relevancy for students who are b/vi	Was this test normed/standardized for students who are b/vi? Is the assessment recommended for this population? Do the publishers include a disclaimer/information for administering this exam to students who are VI?	Discuss if this program was created for students who are VI and/or if you believe it is suitable and/or can be adapted for this population.
Accessibility and Adaptations	What adaptations are available? How are standardization and results affected with adaptations? What are suitable adaptations for students who are VI? How can the test be adapted for students with VI and multiple disabilities? Is the exam accessible? Is it available in alternative formats? Is this test standardized on students who speak English as a second language?	What adaptations are available? Are curriculum materials available in accessible format? How can the curriculum be adapted for students who are b/vi, including those who have multiple disabilities? What language adaptations are available?
Measuring progress	How are scores reported and how may they influence eligibility, plan development, and instructional programming decisions?	What formative and summative assessment procedures or other measures are available to assess progress during and at the conclusion of the program?
Your perspective	Please share your insights on this assessment, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.	Please share your insights on this curriculum/program, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.

Critical issue paper: Assessment of students who are blind and visually impaired.

Each candidate will select an issue related to assessing students with blindness and visual impairment and write a double spaced, APA formatted/cited paper. Papers must be a minimum of 1,250 words (body of paper, not including title and references) and contain at least eight references. Topics may include, issues related standardizing assessments for student who are blind/visually impaired, administering standardized tests to this population, accessibility issues with testing, reliability and validity of testing, a comprehensive discussion of various testing options for this population, need for training and further research to improve assessment options, case studies and discussion of best practices in assessment procedures and those that require improvement, method to collaborate with testing agencies to ensure better accessibility for

testing, incorporation of Expanded Core Curriculum assessments for the VI population, etc. Other topics may be addressed, please consult with the instructor with any questions. Please use the rubric below to include all required elements of this assignment in your paper.

Criteria	Limited	Satisfactory	Exemplary
Topic and justification	Chosen topic is not directly related to assessment or the issue and/or is not identified as a consideration in the field of blindness and visual impairment. Limited or no justification is provided to support this issue and references are not provided, are inadequate or not suitable.	Topic is defined and well-justified with evidence from the field and literature.	The issue topic is clearly defined and is identified as an important issue affecting assessment considerations s for students with b/vi. Topic is well-justified and supported with peer-reviewed and relevant sources.
Comprehensive exploration of the issue	Limitations exist in exploring the issues. The issue is not discussed from various perspectives and/or points are not made that are identified as potential contributors to issues. Discussion of the issue is fragmented or incomplete. Solutions are not provided or are inadequate or incomplete.	A comprehensive discussion and analysis of the issue is logically arranged in the paper. Solutions to problems are provided.	A comprehensive and thorough explanation of the issue is provided, analysis is conducted from all points of view, paper follows an exemplary, logical sequence and provides a compelling discussion on the issues. Exemplary solutions to problems are provided.
Sources	Fewer than eight peer-reviewed sources are used, or sources are incorrectly cited, misused, misinterpreted or are irrelevant.	Eight relevant sources are included and contain peer-reviewed literature. Sources are well integrated in the paper and are interpreted and used correctly.	Eight or more relevant and peer-reviewed sources are used. Sources are integrated flawlessly in paper, are well-interpreted, analyzed and used.
APA with headings	APA formatting was not used or is not used correctly throughout. Headings are not correctly used or are not present.	APA formatting is used with only minor errors. Headings are correctly used.	APA formatting is used correctly throughout paper. Headings are correctly used.

Mechanics and word requirement	Mechanics, writing and grammar errors impeded readability of paper. Paper is not 1,250 words.	Paper is well-written with very minor grammar and mechanical errors. Paper is at least 1,250 words.	Paper is free from mechanical errors and is well-written. Paper is at least 1,250 words.

Graduate project: Each graduate candidate must select one menu option for this project.

a. Social Skills Assessment: Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social Skills to Students with Visual Impairments,* published by AFB Press. You may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.

b. Expanded Core Curriculum Screening: Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12*. Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.

c. **Portfolio Assessment:** Create an assessment portfolio for a student with a visual impairment using performance-based measures. You should 1) identify the assessment area (e.g. money management skills) 2) describe the activities involved in the assessment process (e.g. shopping to grocery store, learning to write checks) 3) write how the student was actively engaged in the learning and assessment routines and 4) submit at least 5 items with the portfolio (e.g. receipts from grocery store with accompanying worksheets, etc.). You are encouraged to have students monitor their own progress. For example, students may use a large print or tactile chart to collect data.

d. Collaborative Observation: Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for ongoing assessment.

e. Discrepancy Analysis: You will conduct the DA on a real student based upon the information provided in class. Forms to record the results of your analysis will be provided.

A 2-3 page paper will accompany the discrepancy analysis to describe the student, summarize his/her strength and weaknesses, and give recommendations for what you would teach the student to do to successfully complete a task or activity. More specific directions will be provided in class.

f. Student Initiated Project: Choose something not on this menu item list to do that is motivating for you and relates to assessing and/or teaching students who are blind and visually impaired. It should be comparable in terms of time spent with the other menu items. Instructor approval for your project must be obtained quickly in order for you to do this menu item.

Schedule

Subject to change based on class needs

Date	Topic	Reading and Assignments
Jan. 20	Course overview Introduction to assessment for students who are b/vi • Legal and ethical considerations • VI assessments and eligibility • Terminology • Challenges • Comprehensive assessment and frameworks for evaluation • Report writing overview	Blankenship (2011) Essential Assessment (posted on Bb) G&W Ch. 2 G&W Ch. 10
Jan. 27	• Background and history data collection/report writing for assessments • Assessment data collection: methods for observation, quantitative, criteria, and performance based • Validity, reliability, and generalization • The assessment team: collaborating with other specialists who also conduct evaluations • Overview of FVA • Assessment for learning media: Part I	G&W Ch. 3 G&W Ch. 4 G&W Ch. 5 K&H Ch. 1 K&H Ch. 2
Feb. 3	• ECC Assessments: Assistive Technology • Assessment for learning media: Part II	G&W Ch. 8 K&H Ch. 3 K&H Ch. 4 Linked on Bb: Smith, Kelly, & Kapperman (2001) Lusk, Lawson, & McCarthy (2013)
Feb. 10	• ECC assessment: compensatory and functional academic • ECC assessment: Sensory efficiency • Assessment for learning media Part III	K&H Ch. 5 K&H Ch. 6 K&H Appendices Linked on Bb: Lueck, Erin, Corn, & Sacks

		(2011)
Feb. 17	• ECC assessment: Orientation and mobility • ECC assessment: independent living • Standardized psychological assessments and visual impairment	G&W Ch. 6 G&W Ch. 9 Linked on Bb: Lewis (2012)
Feb. 24	• ECC assessment: Recreation and leisure skills • ECC assessment: career/vocational • Assessment of students with blindness/visual impairment and multiple disabilities	G&W Ch. 7
March 2	• ECC assessment: Self-determination • Early childhood assessments • Accessibility assessments • Universal Design for Learning (UDL)	Kamei-Hannan (2008) Readings linked on Bb: • Early childhood assessment links • Sacks, Lueck, Corn, & Erin (2011) • UDL: Perkins School for the Blind (Video) • UDL: CAST • Accessibility toolbars and assessments
March 9	Spring Break VA-AER Conference in VA Beach	
March 16	• Parent Perspective Panel: Assessments and Evaluations • Discrepancy analysis • Service delivery allocation and caseload assessments	Readings linked on Bb: AER Position Papers: • Caseload Analysis: A Critical Component of Quality Services for Students with Visual Impairments • Caseloads Based on Students' Assessed Needs Service delivery scales • Vision Services Severity Rating Scales (VSSRS) • VISSIT: Visual Impairment Scale of Service Intensity of Texas **Due**: Assessment history report
March 23	• Goal and program development based on	Holbrook, M. C., & Spungin,

	assessment data • Continual assessment for students with VI • Formative and summative assessment • Evaluations for IEP goal progress	S. J. (2009). Additional reading posted on Bb.
March 30	• ECC instruction: Assistive Technology • Implementing learning media evaluation findings into the IEP, program, curriculum, and instruction • Collaboration with the team to implement learning media to meet student needs • Adapting materials for students	**Due:** Graduate project Readings posted on Bb G&W Ch. 11
April 6	• ECC instruction: compensatory skills, sensory efficiency • Curricula for students with blindness and visual impairment • Modifying and adapting curricula for individual students • Developing a curriculum plan for individual students	Curricula links posted on Bb.
April 13	• ECC instruction: Self-determination, recreation and leisure • Embedding accessibility in the physical and electronic learning environments	**Due:** Complete assessment and report of learning media
April 20	• ECC instruction: Vocational and transition • SOL assessments and other standardized exams for students with visual impairments (SAT, ACT): test administration, accessibility, accommodations, and other considerations	Erin, Hong, Schoch & Kuo (2006) Knowlton, Seeling, Martin & Archer (2003) Smith & Amato (2012) Zebehazy, Hartmann & Durando (2006) **Due:** Critical issue paper
April 27	Course conclusion Final discussions	Please be prepared to discuss your experiences conducting the assessment of learning media.

Goodman and Wittenstien (2003) = G&W

Koenig and Holbrook (1995) = K&H

Appendix

None.